

Assessment Without Levels  
at  
Fringford Church of England  
Primary School



- ❖ New curriculum introduced Sept 2014
- ❖ Last academic year was a period of transition
- ❖ Levels removed (after 25 years)
- ❖ New method of assessing/ recording children's attainment and progress
- ❖ Identified the most important objectives of the curriculum and will be using these to assess against. These are known as Key Performance Indicators (KPIs).

The model adopted to assess uses the statutory requirement statements for English and Mathematics and follows a system where progress can be tracked using Key Performance Indicators [KPIs]. KPIs are those statutory requirement statements that carry significantly more 'weight' than others. This does not mean that other statutory requirement statements will not be used to measure attainment.

## Learning steps and pupil progress

- ❖ The curriculum has been divided into learning steps. There are 4 steps for each chronological year allowing progress to be measured.
- ❖ Each of the 4 steps within one curriculum year can be thought of as a band described as **Emerging, Developing, Expected and Mastery.**
- ❖ Pupils can be assessed as being on any step at any time regardless of their actual age.
- ❖ Over a period of one year a typical pupil would therefore be expected to make a 3 steps progress.



## Year 4 Maths - Learning Targets

<b>Number and place value</b>				
I can count in multiples of 6, 7, 9, 25 and 1,000.				
I can count backwards through zero to include negative numbers.				
I can order and compare numbers beyond 1,000.				
I can round any number to the nearest 10, 100 or 1,000.				
<b>Addition and subtraction</b>				
I can solve addition and subtraction two-step problems, deciding which operations and methods to use and why.				
<b>Multiplication and Division</b>				
I can recall multiplication and division facts for times tables up to 12 x 12.				
I can use a written method or jottings to work out HTO x O and HT x O calculations				

<b>Fractions (including decimals)</b>				
I can recognise and show, using diagrams, common equivalent fractions.				
I can count up and down in hundredths; I know that dividing by 100 and dividing tenths by 10 will make hundredths.				
I can round decimals with one decimal place to the nearest whole number.				
I can solve simple measure and money problems involving fractions and decimals to two decimal places.				
<b>Measurement</b>				
I can convert between different units of measure eg km to m; hour to minute.				
<b>Geometry: property of shape</b>				
I can compare and classify shapes, including quadrilaterals and triangles, based on their properties and sizes.				
I can identify lines of symmetry in two dimensional shapes presented in different orientations.				
<b>Geometry: position and direction</b>				
I can plot specified points and draw sides to complete a given polygon.				
<b>Statistics</b>				
I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.				

# Performance Standards

## Maths

By the end of Y4, a child should be fluent with whole numbers and the four operations, including number facts and the concept of place value.

A child will be developing efficient written and mental methods and performing calculations accurately with increasingly large whole numbers.

A child can:

- solve a range of problems including those with simple fractions and decimal place value;

- draw shapes with accuracy using mathematical reasoning and analyse shapes and their properties, confidently describing the relationships between them;
- use measuring instruments accurately, making connections between measure and number;
- recall the multiplication tables up to and including the 12 multiplication table and show precision and fluency in the work; and
- read and spell mathematical vocabulary correctly and confidently using a growing word reading knowledge and a knowledge of spelling.

Removing levels allows teachers greater flexibility in the way that they plan and assess pupils' learning.

This freedom allows us to further develop existing formative assessment practices.

- ❖ Clarifying and understanding learning objectives and criteria for success.
- ❖ Engineering effective classroom discussions, questions and tasks that elicit evidence of learning.
- ❖ Providing feedback that moves learners forward.
- ❖ Enabling children as teaching and learning resources for each other.
- ❖ Enabling children as owners of their own learning.

We will use summative assessment tools to reinforce teacher assessment.



**Rights Respecting School Award**

- ❖ **The Rights Respecting Schools Award is a Unicef UK programme that aims to put children's rights at the heart of schools in the UK.**
- ❖ **UNICEF are working with thousands of schools across the country to embed children's rights in their ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.**
- ❖ **The Rights Respecting Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child (CRC or UNCRC) into practice within the school and beyond.**

# How do we get started?

## Recognition of Commitment (ROC)

**The Recognition of Commitment (ROC) is the first stage of the Rights Respecting Schools Award (RRSA). This stage of the Award is about showing that the school has a plan in place to become rights-respecting and that children and adults in your school are working together to achieve the Award. This will take 3-6 months to achieve.**

# **Actions**

- ❖ Set up a steering group of young people and adults to lead and monitor the progress of the award.**
- ❖ Carry out a baseline audit taking into account the views of children and adults and complete an Action Plan informed by that audit.**
- ❖ Inform parents and governors about the United Nations Convention on the Rights of the Child (UNCRC) and the Award.**
- ❖ Include the Rights Respecting Schools Award (RRSA) in the school's strategic planning.**
- ❖ Plan opportunities for pupils to learn about the Convention and its importance to the well-being of children and young people locally and globally.**